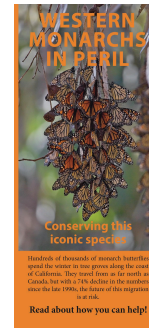


Unit 4: The Power of Pollinators

WEEK 7 Day 1



Writing Argument

Joint Construction and Deconstruction: Adjectives

Content Objective	I can choose appropriate adjectives. (W.3.2)						
Language Objectives	I can choose adjectives that relate to a topic. (L.1.2.e) I can order closely-related adjectives. (L.5)						
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>negative: not good</p> <p>positive: good</p> <p>reason: why the audience should do or think something</p>						
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper and marker Prepare the following Argument Adjectives chart. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="padding: 5px;">Argument Adjectives</th> </tr> <tr> <th style="width: 50%; padding: 5px;">Positive</th> <th style="width: 50%; padding: 5px;">Negative</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> ● Reasons chart, from Week 6, Day 1 	Argument Adjectives		Positive	Negative		
Argument Adjectives							
Positive	Negative						

	<p>Before the lesson, underline the adjectives in the reasons.</p> <ul style="list-style-type: none"> ● “Western Monarchs in Peril” brochure ● writing tools ● Shades of Meaning sheet, one copy for each pair of children and one for the class ● children’s writing
<p>Opening 1 minute</p>	<p><i>When we wrote an argument letter together, we learned that adjectives are an important tool writers use. Remember, adjectives are words that describe people, places, things, or ideas. We listed positive and negative adjectives to describe our school, to make our argument stronger.</i></p> <p><i>Today we will talk more about adjectives in arguments and choose among closely-related adjectives to decide which are most appropriate for your arguments, a bit like the Shades of Meaning activity we have done during Language lessons.</i></p>
<p>Joint Construction 8 minutes</p>	<p>Show the Reasons chart.</p> <p><i>In our reasons, we have already included some adjectives. Some of the adjectives we included are positive—they relate to the good things pollinators do. Some are negative—they relate to the problems that would happen without pollinators. Let’s review the adjectives we used and record them in this chart.</i></p> <p>Show the Argument Adjectives chart. Along with the children, read the adjectives from the Reasons chart and record them in the Argument Adjectives chart, in the appropriate columns.</p> <p><i>Are there any other adjectives to describe pollinators or what they do that we could add to the chart?</i></p> <p>Harvest children’s ideas and add them to the appropriate columns.</p>
<p>Deconstruction 15 minutes</p>	<p><i>When writers write arguments, they make choices about the adjectives they use.</i></p> <p>Show “Western Monarchs in Peril.”</p> <p><i>This brochure is called “Western Monarchs in Peril.” “In peril” means “in danger,” but is a stronger way of saying that. What is one more way to communicate “in peril,” or “in danger”? [threatened, at risk, unsafe, vulnerable]</i></p> <p>Show the Shades of Meaning sheet.</p> <p><i>Let’s order these adjectives. Which of these three is the strongest? Order the three adjectives on the sheet: “in peril,” “in danger,” and the</i></p>

	<p>children’s added suggestion.</p> <p>Facilitate a discussion about the writer’s choice of the intensity of adjectives.</p> <p><i>Why do you think the writer chose to use such a strong adjective: “in peril”?</i></p> <p><i>How would the title change if a different adjective were used?</i></p> <p>Distribute Shades of Meaning sheets and writing tools.</p> <p><i>Now it’s your turn. With a partner, choose one of the adjectives from the chart. Then think of two other adjectives that mean the same thing. Write them in order on your sheet, with the strongest one at the top of the page.</i></p>
<p>Closing 6 minutes</p>	<p>Gather the class back together. Have several pairs share their work. Ask the children to choose which adjective would be best in their argument, and why.</p> <p>Note that the strongest adjectives are not always the most effective. Choice of adjectives depends on the audience and the particular point the writer is trying to make.</p> <p><i>Today we talked about using adjectives to strengthen arguments. Tomorrow you will think about the adjectives in your arguments and continue writing.</i></p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening..</p>
<p>Ongoing assessment</p>	<p>During the lesson, note children’s understanding.</p> <p>Do children identify adjectives?</p> <p>Do they sort adjectives as positive and negative?</p> <p>Do children generate and order related adjectives?</p> <p>What do children understand about writers’ choices of adjectives?</p>